

## THE VIRGINIA TEACHER

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Manuscripts offered for publication from those interested in our state educational problems, should be addressed to the editors of *The Virginia Teacher*, State Teachers College, Harrisonburg, Virginia.

## EDUCATIONAL COMMENT

### THE FOURTH "R": RECREATION

Writing in the *Sierra Educational News* for June, J. W. Faust, chairman of a national committee on health education, says:

Schools and communities are awake to the fact that the fourth "R" in children's education has been considerably neglected. They are making provision for Recreation as well as for Readin', 'Ritin', and 'Rithmetic. Play fields and gymnasia and recreation leaders are increasing by hundreds every year because of this new realization of the old truism that a sound body is necessary to a sound mind. And lately we have found other very vital reasons for the direction of children's play life.

Character is built—or broken—in leisure hours. The recreation of boys and girls today determines to a great extent what kind of citizens we shall have tomorrow. Juvenile delinquency cases have dropped 50 per cent and more in many neighborhoods after directed playgrounds have been established. Fatal street accidents to children are much fewer in districts amply supplied with directed playgrounds than in districts not so well supplied with these facilities, according

to a recent survey by the National Safety Council.

## ATTENDANCE IN HIGHER INSTITUTIONS INCREASING HEAVILY

Registration in 913 colleges, universities, and professional schools of the United States increased nearly six times as rapidly as population in the 34 years from 1890 to 1924. From 121,942 in 1890 the number of students in these institutions mounted to 664,266 in 1924, a growth of 445 per cent, as shown by statistics compiled by the Interior Department, Bureau of Education, published in Bulletin, 1925, No. 45. During the same period enrollment in secondary schools increased 951 per cent, about 12 times as rapidly as general population, which increased 78 per cent during this time.

Corresponding increase appears in teaching personnel. The number of professors and teachers in colleges, universities, and professional schools of the country, exclusive of instructors engaged in preparatory departments, jumped during this time from 10,762 to 51,907.

The largest collegiate enrollment in any one state during the year 1923-24 was in New York, where 60,623 men and 28,370 women, a student army of 88,993, were attending colleges, universities, and professional schools. Illinois stands next with a total of 60,462, then Pennsylvania, Ohio, Massachusetts, and California. Five other states had each a collegiate enrollment of 20,000 during the year, and 10 other states and the District of Columbia had more than 10,000 students each.

A school of library service is to be established at Columbia University by an amalgamation of the State Library School at Albany and of the training courses heretofore maintained in the New York Public Library. A two-year professional course leading to a degree will be offered, and only qualified college graduates will be admitted.



## PLAY PREVENTS DISEASE

Play which is carried on in the open air, which is vigorous and makes use of the more fundamental muscles, promotes health. Organic or degenerative diseases are on the increase today. Exercise is the best known means of developing healthy organs in the body.

The annual death toll from tuberculosis in the United States reaches a total of 120,000. The International Congress on tuberculosis has declared, "Playgrounds constitute one of the most effective methods for the prevention of tuberculosis and should be put to the fore in the world-wide propaganda for the diminution of the unnecessary destruction of human life."

Recent statistics of the Life Extension Institute show increases in death from diseases of the nervous system, heart, kidneys, and liver. The Institute states that the dominating and outstanding cause of the increase is the decrease in outdoor life and vigorous muscular activity.—JOSEPH LEE, in *The Normal Course in Play*.

MORE THAN A MILLION VOLUMES  
IN THE UNIVERSITY OF  
CHICAGO LIBRARIES

A survey of the University of Chicago Libraries just completed shows that there are now more than a million volumes in the stacks, and that more than 4,000 periodicals are regularly received. There is also a vast number of pamphlets which supplement the store of book and magazine knowledge.

The stock of books is being increased at the rate of approximately 40,000 volumes a year, and about 9,000 pamphlets are added annually. The number of periodicals given does not include regular government reports or publications of learned societies.

Mr. J. C. M. Hanson, Associate Director of the Libraries, in announcing these figures said that "for real research and scientific value the books, periodicals, and treatises of learned societies count" and that some of

the most valuable books today for content as well as rarity are hundreds of years old.

HIGH-SCHOOL PUPILS REVIEW  
FUNDAMENTAL SUBJECTS

Possession of a thorough knowledge of the fundamentals is demanded of all pupils before graduation from Trenton (N. J.) Senior High School. A pamphlet, "Minimum Essentials in Spelling," has been issued, and tests covering the 3,000 words in common use must be passed 100 per cent. The writing of each pupil submitted in the course of regular work is carefully scrutinized by teachers, and also examined from time to time by the principal, and any carelessness must be corrected. Another pamphlet, "Minimum Essentials in Arithmetic," has been issued. This contains examples, worked out, of all fundamental processes from addition to formulas for calculation of areas and cubic contents, problems in interest, taxes, banking, and averages. Instructors use this as a basis for review, and pupils must answer correctly 18 of the 20 examples given in each of two tests. After-school classes are arranged for additional drill of pupils who lack required abilities.—*School Life*.

## EDUCATION

For the last hundred years we have had "education" driven into our ears until we are sick and tired of the word and look longingly back to a time when people could neither read nor write, but used their surplus intellectual energy for occasional moments of independent thinking.

But when I here speak of "education" I do not mean the mere accumulation of facts which is regarded as the necessary mental ballast of our modern children. Rather, I have in mind that true understanding of the present which is born out of a charitable and generous knowledge of the past.—HEN-DRICK VAN LOON, in "Tolerance."



## SERVICE FOR SCHOOL PAPERS

Each month throughout the school year the editors of the *American Boy* will pick from the magazine such articles or extracts from articles as are of special interest to boys and girls in school, reprint them, and mail them to all school papers on their list. Each school paper that asks for the service will be given permission to use any of the material that it wishes.

One of the features that will be made available to school papers in this way is a series of vocational articles, in which great Americans in different lines of work advise *American Boy* readers about choosing their life work. Such men as Charles M. Schwab on business; William Allen White on journalism; President Stratton D. Brooks of the University of Missouri on education, and others just as eminent are supplying the information for this useful series.

To obtain the free reprint service, editors of school newspapers should write to George F. Pierrot, Managing Editor, *The American Boy Magazine*, 550 W. Lafayette Blvd., Detroit, Mich. There is no charge or obligation of any kind.

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SCHOLARSHIPS VS. STUDENT LOANS

Four years of experimentation in student loans are reviewed in the annual report of the Harmon Foundation, of 140 Nassau street, New York. In referring to student help in universities and colleges in the United States, the report says:

Four years of experimentation by the Division of Student Loans leads to the conclusion that scholarships in American universities and colleges should, in most instances, be supplanted by properly administered systems for student loans. Two major results to be obtained from such actions are: first, to put students whose eventual earning power will be enhanced as a result of their education in a self-supporting position instead of making them dependent on the

semi-charitable practice of scholarships; and, second, to help institutions now running at a deficit to balance their budgets by charging the educated the cost of their training through the medium of deferred tuition obligation. In addition to the above, it is the feeling of the Division of Student Loans that a loan system, administered in accordance with strict business practice and ethics, offers a practical training in business obligations.

Although this Division began lending money to college students in 1922, it was not until July 1, 1924, that the first test of the efficiency of its methods was made. On that date the initial installments of \$10 were due from those who had graduated in 1923. Since then the successful course of repayments has furnished the Foundation with conclusive evidence supporting its system of lending on business terms, with personal integrity plus a mutual or group guarantee as the basis of security rather than personal endorsement or other forms of collateral.

A one hundred per cent response from borrowers was not expected, nor has it been realized. The Foundation did not enter the field of student loans with any happy illusion that all would settle their obligations strictly in accordance with agreement. Had there been even a reasonable probability of such a situation there would have been little excuse for this trial of the solvency of student character, and certainly no valid reason for developing in advance the strict follow-up program which has been provided as one of the four essential features of this plan for the administration of loans.

Of 357 borrowers whose payments fell due only two have failed to meet their obligation. It is important to note, however, that in no case has there been a repudiation of the obligation.

One outstanding finding of repayment experience has been the fact that students, or rather college graduates as a class, appear to start out with little conception of the well-recognized practices that obtain in all busi-



ness relationships. These borrowers are inherently honest, but are not trained to any careful observance of a financial obligation. This has been shown so frequently as to be characteristic, and appears to indicate a very serious weakness in collegiate or pre-collegiate training. In no school where loans have become due has every borrower made such payment on, or within ten days of, its due date; and it has been observed that the colleges whose student body consists largely of those of very limited means make actually the best showing.

The first of each month is the due date for installments, but in far too many cases borrowers seem to feel that if they get their checks in by the fifteenth, thirtieth, or even early the next month they are in good standing. This is, of course, due to an ignorance of business ethics and entails correspondence which should be unnecessary for the reason that, when once reminded, payment is usually forthcoming with an apology for the delay, although there is often a repetition of the negligence the next month.

#### SAFE AND SANE?

"For one hundred and fifty years we have celebrated Independence Day by shooting fireworks, and as a result *more lives have been lost in the commemoration of our independence than were lost acquiring it.*" Thus spoke Louis Resnick in an address before the industrial Accident Prevention Conference at Washington, D. C., on July 14. "Each year since the beginning of the safety movement the usual list of Fourth of July *don'ts* has been issued and as regularly disregarded. Last year the American Museum of Safety, deciding to tackle the Fourth of July accident problem in another way, conducted a nation-wide study of the number, nature, and causes of firework casualties.

"This revealed that more than 100 persons—mostly children—were killed and more than 1,000 injured during the Fourth of July celebration; that 19 persons were

blown to pieces; that 37 were burned to death in fires started by so-called harmless sparklers; that 79 were disfigured for life by the loss of arms, legs, fingers, or other mutilation; and that 150 would lose the sight of one or both eyes—all to celebrate our independence as a nation."

#### TO MAKE NEW YORK AN ENGLISH-SPEAKING CITY

Improving the spoken language of New York's population through the public schools of the city is the purpose of the oral English plan proposed by Associate Superintendent Gustave Straubenmuller and adopted by the board of superintendents. Every school will participate in the plan, from the elementary grades through the high schools and training schools. Every lesson is to be a lesson in English, and the objective is that precision in speech, exactness of statement, and elegance of form may be made common among the children of the city. The use of correct English will be required not only in English classes, but habits of precision in the use of words and accuracy of statement of thought must be stressed in every classroom and upon every occasion.

More than \$158,000,000 was expended for the support of state universities and colleges in the United States during the year ended June 30, 1925, according to reports received by the Interior Department, Bureau of Education. Of this sum salaries of professors and employees absorbed more than half. Purchase of materials and supplies for operation and maintenance accounted for nearly a fourth, and expenditures for land and buildings for more than an eighth of the entire amount.

Half of North Carolina's 86 Negro high schools are regularly accredited, and 16 high schools this year began the publication of school papers.



## REVOLUTIONARY LEADERS WERE WELL EDUCATED

Twenty-three of the 56 signers of the Declaration of Independence were college-bred men, nearly all of them graduates, according to *School Life*, a publication of the Department of the Interior, Bureau of Education. Harvard was represented by 8; William and Mary by 3; Yale, 3; Cambridge (England), 3; Princeton, 2; "Philadelphia," 2; Edinburgh, 1; Jesuit College at Rheims, 1. Sixteen others received "excellent" or "classical" education, one of them at Westminster School, London. Two obtained all their formal instruction from tutors; and 16, including Franklin, Wythe, Roger Sherman, and Robert Morris, had but little schooling.

## BOOKS

### COURAGE OLDER THAN SPELLING

THE FAIRFAX LINE—THOMAS LEWIS'S JOURNAL OF 1746. With footnotes and an index by John W. Wayland. New Market, Virginia: The Henkel Press. 1925. Pp. 97. \$1.50.

Another valuable contribution to Virginia pioneer history was made by Dr. Wayland when he edited *The Fairfax Line*. This book is a verbatim copy of Lewis's original flickering light of the campfire, as he, with journal, the entries in which were made, most likely, day by day, in 1746, by the flickering light of the campfire, as he with a party of other surveyors pressed through almost unbelievable difficulties to survey the boundary of Lord Fairfax's domain. The paging, the quaint abbreviations, and the astonishingly bad spelling, are undisturbed in the printing, and give to the book a charm of its own.

There are just sufficient notes and explanatory material to bring a greater interest, understanding, and appreciation of the journal. But a map of the region described, showing the present location of towns and the probable route followed by the surveyors, would add inestimably to the enjoyment of it.

JOHN C. MYERS

### GOOD CITIZENSHIP MEANS CHARACTER

CONDUCT AND CITIZENSHIP. By Edwin C. Broome and Edwin W. Adams. New York: The Macmillan Company. 1926. Pp. 422.

Citizenship is somewhat a matter of habits of conduct built in the early years. But to give such habits permanency in times of stress, there must be added an intelligent understanding of our national institutions. To supply such an attitude is the purpose of this civics text for the junior high school.

*Conduct and Citizenship* is markedly sound in two respects. First, the authors are in line with current psychology in thinking that integrity of personal character and good citizenship are interwoven. "The person with the highest ideals, with the best principals of life and conduct, who is best disposed towards his neighbors, will be the best citizen." Second, they tend to state the facts in the situation and leave the boy or girl to make up his own mind as to his personal obligation. They thus produce a book much less "preachy" than the usual book of this type, and consequently apt to do far more in directly influencing the ideals of pupils. In other words, the book is wholesome.

KATHERINE M. ANTHONY

### EXAMINATIONS THAT EXAMINE

THE IMPROVEMENT OF THE WRITTEN EXAMINATION. By G. M. Ruch. Chicago: Scott, Foreman and Company. 1924. Pp. 193. \$1.80.

PREPARATION AND USE OF NEW-TYPE EXAMINATIONS. By Donald G. Paterson. Yonkers-on-Hudson, N. Y.: World Book Company. 1925. Pp. 87. 60 cents.

RESEARCH FOR TEACHERS. By Burdette Ross Buckingham. New York: Silver, Burdett and Company. 1926. Pp. 386. \$2.20.

These three books on the newer technique of the examination would make a good working library on the subject for both principal and classroom teacher. They are all alike in that they are clearly written, free from unnecessary technical language, concise, and cover the ground indicated in their respective titles.

Ruch's is not an absolutely new book, but one of the best in the field. After discus-